

CONFIDENTIAL

CHARLOTTE TEACCH CLASSROOM TRAINING

STUDENT SKILL FORM: PRE-INFORMATION FOR TRAINING

Filename: STUSKILL

Date: March 2013

STUDENT: Mark Clary DOB: AGE: 12 years, 9 months

EDUCATIONAL PLACEMENT: regular classroom with resource support in a public middle school

SPECIAL INTERESTS & LIKES

1. Baseball
2. Computer games, movies, and Nickelodeon
3. Books

DESCRIBE IN DETAIL STUDENT'S ABILITIES IN THE SKILL AREAS LISTED IN THE BOXES BELOW; PLEASE BE SPECIFIC IN TERMS OF WHAT STUDENT CAN AND CANNOT DO:

SKILL AREA: MATH

DESCRIPTION OF SKILLS: Mark seems to catch on to math very quickly, however his parents think he can do more and is not challenged enough at this subject. He is performing on grade level in his math concepts but he is more recently showing some difficulties with the more abstract reasoning, memorization, and deduction skills. He receives support in learning new math concepts from the resource teacher and does receive some modifications in assignments and homework.

SKILL AREA: READING

DESCRIPTION OF SKILLS: Mark enjoys reading and can read on grade level. His main difficulty is with reading comprehension. He can answer simple factual questions but has greater difficulties with making associations, drawing conclusions, and identifying pertinent or key information.

SKILL AREA: WRITING

DESCRIPTION OF SKILLS: Mark struggles with handwriting and written expression. He likes to use a computer to write his assignments. He needs help with organizing his thoughts and compositions and responds well to visual strategies like outlines and maps as a part of the process. This is one of the areas that his resource teacher spends extra time assisting him and helping to improve his writing skills.

SKILL AREA: SCIENCE/SOCIAL STUDIES

DESCRIPTION OF SKILLS: Mark starting to enjoy science and social studies. He knows his plants and likes learning, talking and reading about clouds. He is doing well in these areas when learning new facts but needs ongoing support to apply his knowledge and complete assignments that involve more complex organization and writing skills. He often needs extra help and someone to check his homework assignments.

SKILL AREA: ACADEMIC/CONCEPTUAL

DESCRIPTION OF SKILLS: Mark is a good student and is working very hard to perform well in school. Although is gets along with his classmates, he has difficulty following along and working in groups. He does respond well to a peer tutor when needed. Mark has a literal understanding of language. As he progresses through school, he is beginning to show more challenges with abstract thinking and reasoning. He seems to have more difficulties with completing his homework and according to his parents, "avoids homework like the plague."

SKILL AREA: HOME EC OR COMMUNITY

DESCRIPTION OF SKILLS: Mark cleans up after himself and will clear up his dishes after a meal. Sometimes he gets easily distracted and sidetracked. His mother reported that on one time she told him to pick everything up off the floor and he did just that. He cleared the floor by literally putting it all on top of his bed. Mark needs to be told exactly what you want him to do. At home, Mark takes turns setting the table and vacuuming his room on a regular basis. He makes his own lunch—a meat and cheese sandwich. Mark's community skills are improving overall and he is mastering specific skills like using money and ordering food. He remains a bit naïve and continues to need guidance in new situations.

SKILL AREA: TOILETING, HYGIENE, & OTHER SELF-HELP (e.g., eating, bathing, dressing, etc.)

DESCRIPTION OF SKILLS: Mark has no concerns in toileting and hygiene and as of late, has shown an increased interest in clothes and his appearance. His parents think he could do a better job washing his hands, but so could the other children. As he is near adolescence, he is beginning to notice some changes in his body and is therefore asking many questions. He sometimes needs reminders for showering and grooming and could benefit from visual supports to become more independent in these daily routines.

SKILL AREA: TRANSITIONS (e.g., changing activities, classrooms, teachers, etc.)

DESCRIPTION OF SKILLS: In the past, Mark demonstrated significant difficulties with transition. However, he currently does not appear to have trouble in this area at school. He shows more challenges with changing activities at home when he needs to put away favored interests in order to do homework, chores, or something that he might be less interested in.

SKILL AREA: SOCIAL/EMOTIONAL (e.g., peer interactions, manners, greetings, affect, etc.)

DESCRIPTION OF SKILLS: Although Mark enjoys spending time with others, he does not often start these interactions. He does not enjoy social chit-chat but will respond with one or two-word answer when asked questions unrelated to his topic of interests. He has learned and practiced appropriate social manners and greetings but needs reminders. He presents as generally easy-going and unaffected in most situations.

SKILL AREA: RECREATION/LEISURE (e.g., recess, break times, free time, etc.)

DESCRIPTION OF SKILLS: Mark loves hiking, biking and running around or jumping on the trampoline. He also likes to listen to his CD's--the same one over and over and over. He then will play specific songs over and over again. He likes video games and the computer.

SKILL AREA: COMMUNICATION

How do you communicate with child? Verbally

How does child communicate with you when not prompted? Verbally

What will child communicate for? Mark is good at asking for things, but he has a difficult time telling what happened during his day.

What augmentative devices are used (if any)? None

DESCRIPTION OF COMMUNICATION SKILLS: Mark uses words to communicate, but when he is upset or angry, it is hard for him to get his point across to someone using his words. This causes him to become even more frustrated, which can sometimes lead to significantly poor coping skills when around familiar people like his family.

SKILL AREA: VOCATIONAL

DESCRIPTION OF SKILLS: Mark has learned some good work habits and understands the general rules of the classroom. He has no vocational curriculum per se, but he is showing an interest in science. He enjoys reading about science, usually after the subject has been introduced by an adult. He would have difficulty if he tried to find information about a particular subject on his own. At home, he is beginning to ask about receiving an allowance for doing chores like his older siblings.

CONFIDENTIAL

SKILL AREA: INDEPENDENCE (HOW MUCH DOES HE/SHE DO ON HIS/HER OWN?)
How long will he/she work without cues? Mark can work independently, but has problems with staying on task. He might daydream and take too long to finish an assignment. He needs constant reminders to stay on task.
What tasks hold his/her attention? How things work, science, reading books of interest.
DESCRIPTION OF SKILLS: Mark needs support to problem-solve and begin activities on his own. If he gets stuck, he seems to have trouble coming up with alternative ways to approach and resolve the problem.
SKILL AREA: LEARNING STYLE
Describe attention span: Mark can focus for a very long time with something he is interested in. In fact, it is hard to get him to stop some activities. Activities that are not his preferred interest are difficult for him to focus on.
Describe organizational skills: Mark has difficulty organizing materials. His backpack is always a mess and he loses things. Sometimes his work is torn or dirty from being dropped or crumpled.
Describe task endurance: Mark does not always recognize when activities are incomplete but seems to try his best to finish his work. On activities that are more routine, he may grow tired and say that he is "bored".
Describe level of self control while working: As long as things are going his way, he seems to be in control. But he can easily lose control and act out when he is frustrated or mad, particularly around familiar people.
Describe reaction to teacher demand/intrusion: Mark does not like to be interrupted when he is involved in a preferred activity. For some activities, like science he enjoys the interaction and likes to learn new information.
Describe motivation to complete work: He wants to complete what he is interested in, but has difficulty staying on task if he is not interested.
SKILL AREA: BEHAVIORAL
Describe all difficult behaviors: Mark is a very enjoyable child to be around most of the time. His difficult behaviors come out when he is frustrated. At home, he might yell, throw things, and argue.
How frequently do these behaviors occur? Maybe 1-2 times per week at home
What triggers difficult behaviors? It seems like he may be confused or not fully understand.
How are behaviors typically managed? We try to prepare him for changes in his routine by talking about them ahead of time.
How does s/he react to overstimulation (e.g., too many people, too much noise)? Mark tends to withdraw and move away from his peers, especially if there is a lot of noise.
Is s/he easily calmed once upset? Depends on situation. Can be more easily calmed at school than at home.
Other comments re behavior:
PERTINENT MEDICAL INFORMATION
Medications: N/A
Allergies: None
Unusual Sensory Responses: Mark does not like noisy places. Sometimes he does not like to be touched, and other times he likes deep pressure-type hugs.
Other Medical conditions: None
Other Pertinent Information: Mark has very involved, supportive parents.

CONFIDENTIAL